DOCUMENT RESUME

ED 373 599 FL 800 803

TITLE	Project EXCEL: Sheraton Palace Hotel, Laundry Department. A Beginning Laundry Curriculum.
INSTITUTION	Career Resources Development Center, Inc., San Francisco, CA.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	[Dec 93]
CONTRACT	V198A20244
NOTE	100p.
PUB TYPE	...des - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Classroom Techniques; Course Content; Hospitality Occupations; *Hotels; Instructional Materials; Interpersonal Communication; Introductory Courses; Job Skills; *Laundry Drycleaning Occupations; Limited English Speaking; *Literacy Education; Occupational Information; Organizational Communication; Recordkeeping; Student Characteristics; Vocabulary Development; Vocational Education; *Vocational English (Second Language); Worksheets
IDENTIFIERS	California (San Francisco); Workplace Literacy

ABSTRACT

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module consists of seven instructional units designed for hotel laundry workers in one of the participating hotels. An introductory section provides a brief profile of the LEP laundry workers targeted by the curriculum, and notes on classroom techniques for unit presentation. The seven units contain worksheets and written exercises on these topics: describing the work and oneself; telling time; days, months, and dates; the weekly schedule; hotel linen; use of the presser production form; and describing dirty laundry. Answer keys and the listening script to accompany the units are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 373 599

Sheraton Palace Hotel

Laundry Department

A Beginning Laundry Curriculum

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FL 800 803

Project EXCEL

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

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PROJECT EXCEL:

Workplace Communication Training for Hotel Workers

a project of Career Resources Development Center

WORKPLACE EDUCATION

Project EXCEL is a workplace education partnership with hotel enterprises in the San Francisco Bay Area. Its focus is on the identification and instruction of literacy skills essential to on-the-job success for limited-English-proficient (LEP) workers. Lessons are developed based on the specific needs at each hotel with emphasis on workplace communication and the American working culture.

PARTNERSHIP

Educational Provider: CRDC

Funded by the U.S. Department of Education, Project EXCEL is a training program administered by the Career Resources Development Center (CRDC) in partnership with hotels. As the designated partner, CRDC is the fiscal agent responsible for program compliance and fu[illegible]g regulations as required by the federal government.

CRDC develops customized curricula for participating hotels, provides classroom instruction and coordinates the program.

CRDC is a non-profit, community-based employment training agency located in San Francisco and Oakland. Since 1966 CRDC has trained over 3,500 ethnic minority members and women and successfully placed them in jobs in the service industries and the clerical field. We have extended our services to train and educate hotel workers. The agency has been working with local business partners to implement successful workplace literacy strategies since 1991.

Hotel Partners

Business involvement is essential to the success of the training. Following are some examples of in-kind contributions which reflect commitment from hotel partners.

- Providing full or partial release time for workers to attend classes.
- Providing facilities for classroom instruction.
- Assisting in curriculum design through consultations with our instructors and curriculum writers.
- Recruiting interested workers for classroom training.

GOALS OF THE TRAINING

The goals of the training are to enable workers togain and retain employment, increase their productivity on the job and advance in their careers.

These goals will be accomplished by raising the literacy and basic skills level of the workforce. The results are worth the effort. The program

enables employees to understand written work orders so they may perform tasks independently,
enhances employees' ability to comprehend and communicate with supervisors and co-workers, and
encourages greater worker involvement through team building and critical thinking activities.

PROGRAM DESIGN

Training modules last 8 to 10 weeks, with a recommended 3 hours of training a week. Each training module will be customized according to the needs of the particular department. Participating departments include Housekeeping, Laundry, Stewarding, Food and Beverage, and others to be determined by the specific needs of hotel partners. Training modules may also include more general topics such as Health and Safety, English for Customer Service, Career Advancement and Work Ethics.

SETTING UP WORKPLACE TRAINING AT YOUR HOTEL

Below is a 5-step summary of the implementation of Project EXCEL:

❶ Identify needs at the workplace *(1 week)*

Our experienced staff and curriculum developers conduct interviews with:

Managers
Supervisors
Workers
Union Representatives

to identify those areas where your employees would most benefit from instruction and training.

❷ Analyze job tasks and communication skills
(1 week)

Curriculum developers and instruc tors observe and participate in actual tasks at the worksite to get an insiders view of the demands of the job.

Our staff also gathers written material used at the workplace in order to specialize the course design for your unique company procedures.

❸ Design a curriculum specific to the workplace
(1-2 weeks)

After conducting the extensive task analyses, curriculum developers examine the results. Based on their findings, they design and develop material for the course. Your employees will have textbooks and workbooks developed especially for them, using your hotel's policies and the needs identified by your own staff as a basis for instruction

❹ Set up training room
(1 day)

With your help, EXCEL instructors will find and arrange for a training facility easily accessible to students.

❺ Conduct classes
(8-10 weeks)

EXCEL instructors will come to your hotel 2-3 days a week to equip your employees with the English they need to successfully communicate at their workplace.

TO SIGN UP

We would be pleased to talk more with you about our program and to set up workplace literacy training at your work site. Please call , Project EXCEL's Program Coordinator, at 415/775-8880, extension 22

" As a leader in the hospitality industry, ITT Sheraton has stressed the fact that quality service rests on a foundation of effective communication. Improved English proficiency allows the systematic delivery of the type of service designed to meet guests' needs and exceed their expectation. In the process the hotel has experienced the additional benefits of creating an environment where safety procedures are better understood, teamwork has improved and workers feel themselves to be secure, accepted, important members of the team."

Tom Passantino
Director of Training
Sheraton Palace Hotel, San Francisco

" For years I've been whooping and hollering that a small business can train people in job skills, but we can't go back and give them a high school education. This program is great, because the only thing that will work is training in the workplace."

Gwen Kaplan
President
Ace Mailing Inc., San Francisco

" The program has been a great help in improving communication between English-speaking managers and Hispanic employees.

Clear, precise communication is so important... There are so many things going on at once, so many jobs that are intertwined. Employers need to come up with ways to make sure everyone understands what is happening, whether the employees speak Spanish, Chinese or any other language."

Barbara Radcliffe
Human Resources Director
Just Desserts Inc., San Francisco

" All over The City, hotel employees are polishing up their English -- at work -- in language classes specifically geared to their work-a-day needs. The program, created by the Career Resources Development Center, has won kudos from hotel executives, union officials and employees -- Japanese chefs, Chinese maids and Hispanic laundry workers."

San Francisco Examiner
Business Section, November 13, 1992

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Worker Profile

This curriculum is especially designed for the limited English proficient (LEP) laundry workers at the San Francisco Sheraton Palace Hotel. The class is made up of 15 laundry workers, mostly sorters, folders, and pressers who sort, fold and press linen and hotel uniforms at the hotel. The class has 2 washers who mainly load and unload sorted linen into the washers and dryers. All of the workers are of Hispanic origin with Spanish as their native language. 80% of the workers are from Central America and 20% from South America. Ages range from 21 to 68 years old. 90% of the workers are female with the exception of 3 who are washers. Washers are predominently men because of the heavy lifting and loading required of their work. As revealed in the worker interviews, they have limited education in their native countries. The workers all have taken one or two semesters of English as a Second Language at local adult learning centers in the United States. When tested for their English literacy proficiency, they all can show some familiarity with the English alphabet system, have sight word recognition skills and can fill out a very basic personal information form with some errors. The ESL proficiency of the class can be targeted at 100 to 200 level according to San Franciso Community College District's level descriptions; thus making this class a multi-level class.

Teaching Notes

This text is a beginning, competency-based curriculum that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed to function effectively at the Sheraton Palace Hotel.

There is a wide variety of activities within each unit to enhance and reinforce language learning and use. Because teamwork and cooperation are so essential in the workplace, opportunities for pair work and whole group interaction are important components of the course. Because pronunciation has been brought up as an important reason for the workers to want to come to class, pronunciation and intonation practice is integrated into the lessons whenever appropriate.

Each unit of the curriculum affords practice in listening, speaking, reading and writing. Lessons are self-contained and lend themselves to a format in which two to three activities may be completed within an hour class period. The class meets three times a week for an hour each day for a 15 week duration.

Teachers may choose to expand, rearrange, or omit a particular activity when appropriate. Material from different units may be taught simultaneously to keep the class interested and motivated.

Curriculum Developer and Instuctor: Pennie Lau

Acknowledgment of contribution to this curriculum:

Tina Kasloff Carver and Sandra D. Fotinos; English in Every Day Life; Prentice Hall, Inc.

Steven J. Molinsky and Bill Blass; Expressways – Book 1; Regents/Prentice Hall.

Lee Mosteller and Bobbi Paul; Survival English; Prentice Hall, Inc.

Yvonne Wong Nishio; ESL Literacy; Longman Publishing Group.

Lynne Robinson; Working in English; Contemporary Books.

Stuart E. Schwartz and Diane M. Budd; Janus Career Awareness Plus Series: Hotel/Motel Jobs; Janus Book Publishers

UNIT 1: WHAT DO YOU DO?

NAME: Anna Lee

HOTEL: Sheraton Palace

DEPARTMENT: Laundry

JOB TITLE: Folder

1. Study the list of **NAMES**, **JOB TITLES**, and **DEPARTMENTS below.** The first letter of each word is capitalized. The other letters are in lower case form.

NAMES	JOB TITLES	DEPARTMENTS
Maria	Folder	Laundry
Ana	Feeder	Housekeeping
Jose	Washer	Stewarding
Sheraton	Sorter	Engineering
Palace	Presser	Security

2. Write information about **yourself** below.

1. NAME: _____
2. HOTEL: _____
3. DEPARTMENT: _____
4. JOB TITLE: _____

3. Read about Ana below.

My name is Ana Bustamante.

I work at the Sheraton Palace Hotel.

I work in the Laundry Department.

I am a Presser.

Circle **YES** or **NO** about the sentences below.

1. Her name is Ana Busman.	Yes	(No)
2. Ana is a man.	Yes	No
3. She works at the Sheraton Palace Hotel.	Yes	No
4. She works in the Stewarding Department.	Yes	No
5. She is a Sorter.	Yes	No

4. Write answers to the questions below.

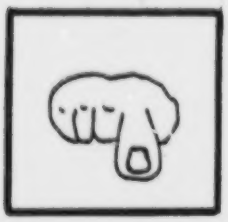
1. **What** is her name? Ana Bustamante

2. **Where** does she work? _____

3. **Which** department does she work in? _____

4. **What** is her job title? _____

5. Fill in the missing information about yourself.



My name is _____.

I work at the _____.

I work in the _____.

I am a _____.

6. Fill in the missing words to the sentences below.

1. My name *is* Ana Bustamante.
2. I work _____ the Sheraton Palace Hotel.
3. I work _____ the Laundry Department.
4. I am _____ Presser.

7. Unscrammble the words in each sentence below.

1. am I Sorter a
   I am a Sorter.
2. work at I the Hotel Palace Sheraton
   _____
3. is name José my Zelado
   _____
4. I a Washer am
   _____
5. in I work Department Laundry the
   _____

8. Answer the questions about yourself.

1. **What** is your name?

_____

2. **Where** do you work?

_____

3. **Which** department do you work in?

_____

4. **What** is your job title?

_____

9. Ask your co-workers the questions below. Write down their answers.

	CO-WORKER 1	CO-WORKER 2	CO-WORKER 3
1. **What** / name?			
2. **Where** / work?			
3. **Which** dept. / work in?			
4. **What** / job title?			

10. Finish the sentences below with information about yourself. Then practice the story about yourself with a co-worker. After that, introduce yourself to the class.

Hello! My name is _____.

I am from _____.

I work at the _____.

I work in the _____.

I am a _____.

UNIT 2: WHAT TIME IS IT?

1. Say the dialogue.

A: What time is it?

B: It's 6:00.

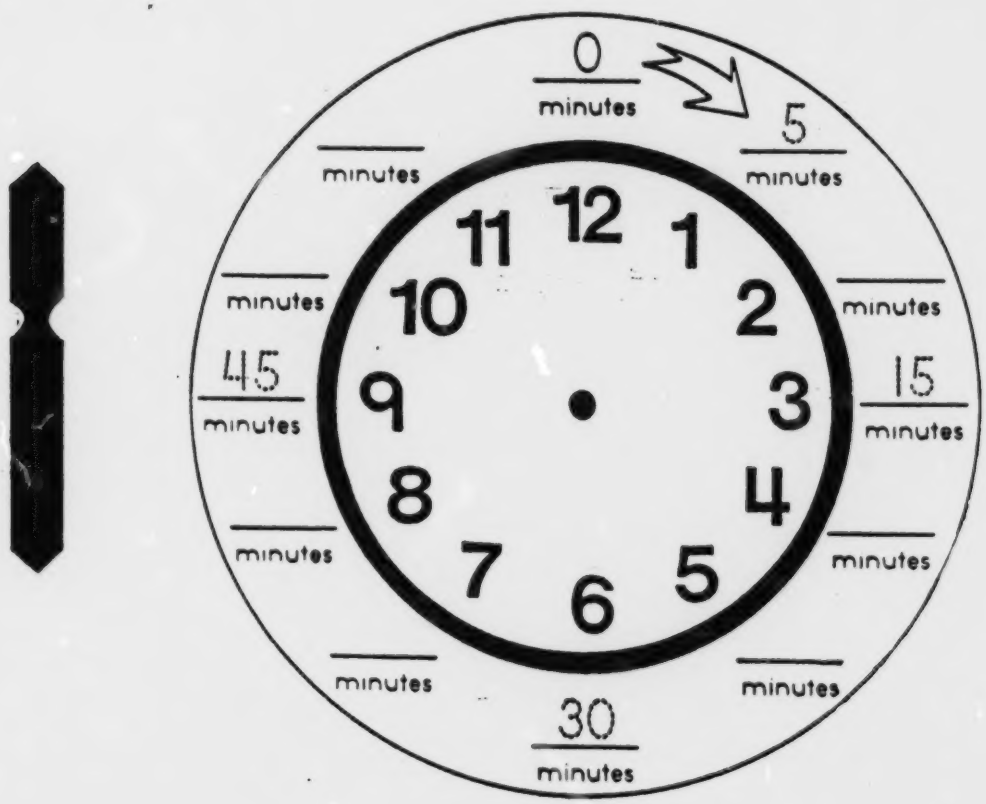
A: Thank you.

B: You're welcome.

2. Say the time.

a.	6:00	f.	12:00
b.	3:00	g.	8:00
c.	9:00	h.	4:00
d.	1:00	i.	10:00
e.	11:00	j.	7:00

3. Write the numbers for minutes.

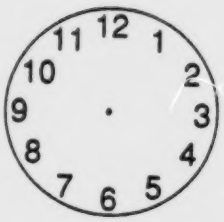


4. Say the time below and show the time on the clock above.

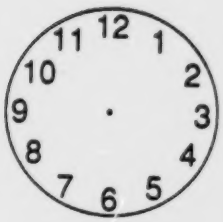
	HOUR MINUTES		HOUR MINUTES
a.	1 : 15	f.	5 : 25
b.	9 : 30	g.	10 : 05
c.	3 : 45	h.	12 : 35
d.	7 : 00	i.	9 : 55
e.	4 : 20	j.	11 : 10

5. Draw the time.

A. 3:45

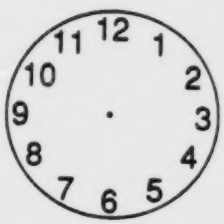


B. 10:45



C. 5:45

D. 9:45

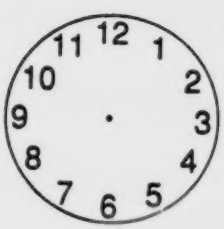


E. 2:15

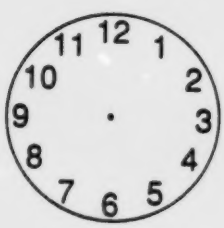
F. 4:15

G. 10:15

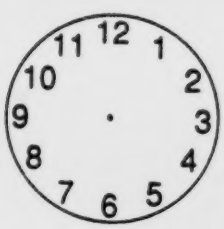
H. 9:15



I. 5:15



J. 8:15



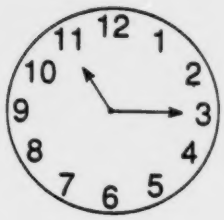
K. 4:45

L. 6:45

6. Listen to the conversations and circle the time you hear.

	A	B	C
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

7. Write the time.

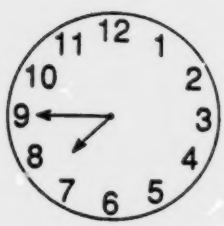


A. 11:15

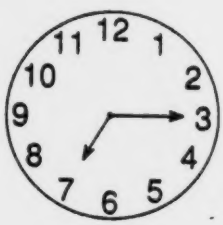
B. 8:45

C. _____

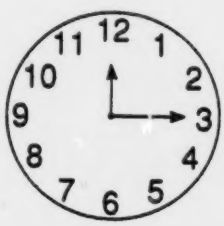
D. _____



E. _____



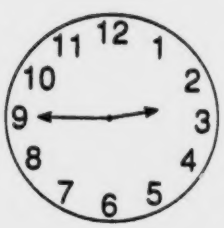
F. _____



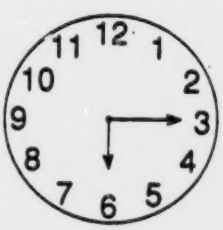
G. _____

H. _____

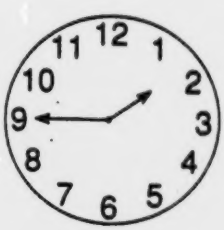
I. _____



J. _____



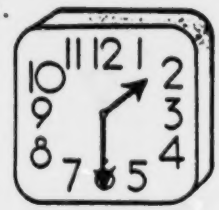
K. _____



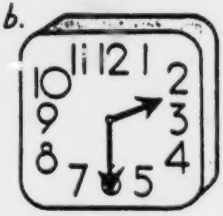
L. _____

8. Write the time.

1. What time is it?

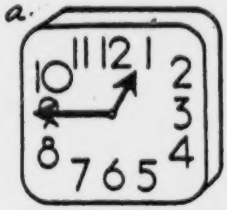
a. 

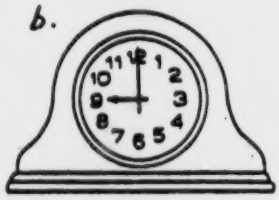
1:30

b. 

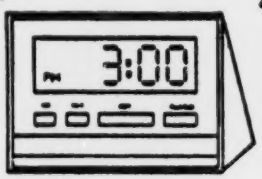
2:30

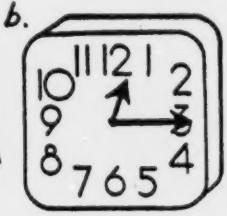
2. What time is it?

a. 

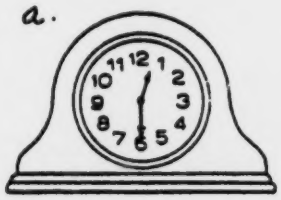
b. 

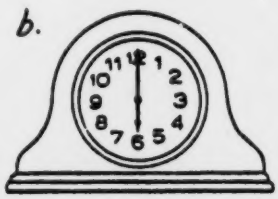
3. What time is it?

a. 

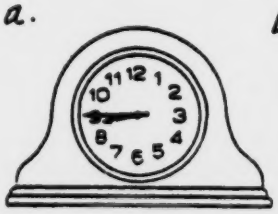
b. 

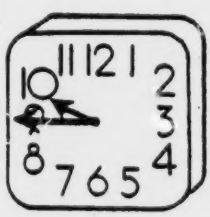
4. What time is it?

a. 

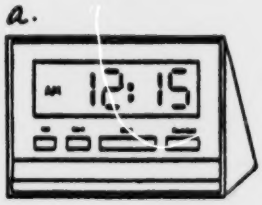
b. 

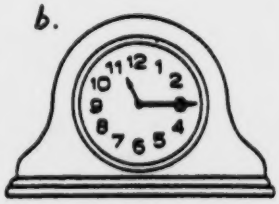
5. What time is it?

a. 

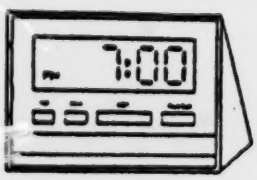
b. 

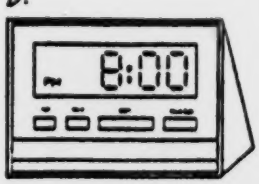
6. What time is it?

a. 

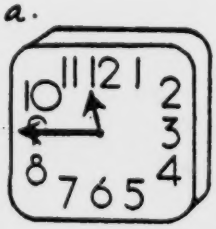
b. 

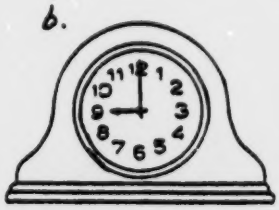
7. What time is it?

a. 

b. 

8. What time is it?

a. 

b. 

9. Listen to the conversations and circle the time you hear.

a.	3:05	3:15	3:50
b.	2:13	2:30	2:33
c.	7:14	7:04	7:40
d.	10:17	10:37	10:07
e.	12:50	12:05	12:15
f.	6:45	6:40	6:14
g.	11:33	11:13	11:30
h.	4:20	4:12	4:24

10. Listen to the conversations and write the time you hear.

a. 7:35 h. _____

b. _____ i. _____

c. _____ j. _____

d. _____ k. _____

e. _____ l. _____

f. _____ m. _____

g. _____ n. _____

11. Say the dialogue.

A: Excuse me, Jose. What time is it?

B: It's 4:15.

A: Could you say that again?

B: It's 4:15.

A: Thanks a lot.

B: You're welcome.

Practice with a partner. Use the time suggested below.

a. 3:50

b. 11:30

c. 4:15

d. 7:45

e. 6:20

f. 8:00

g. 12:05

h. 4:40

12. Answer the questions below.

a. What time do you **get up**?

b. What time do you **start work**?

c. What time do you **take the morning break**?

d. What time do you **eat lunch**?

e. What time do you **leave work**?

f. What time do you **go to bed**?

13. Ask your co-workers the questions below. Write down their answers.

	CO-WORKER 1	CO-WORKER 2
a. What time / wake up?		
b. What time / start work?		
c. What time / take a break?		
d. What time / eat lunch?		
e. What time / leave work?		
f. What time / go to bed?		

UNIT 3: DAYS, MONTHS AND DATES

DAYS OF THE WEEK

1. Copy the days of the week.

SUNDAY SUN.	MONDAY MON.	TUESDAY TUES.	WEDNESDAY WED.
THURSDAY THURS.	FRIDAY FRI.	SATURDAY SAT.	

2. Draw a line and print the days.

FRIDAY	WED.	
MONDAY	FRI.	FRIDAY
THURSDAY	SUN.	
SATURDAY	TUES.	
WEDNESDAY	SAT.	
SUNDAY	THURS.	
TUESDAY	MON.	

3. Print the abbreviations for the day.

SATURDAY	SAT.
TUESDAY	
FRIDAY	
MONDAY	
WEDNESDAY	
SUNDAY	
THURSDAY	
SATURDAY	

4. Write the days of the week in order. Then write their short form.

Saturday	1.	Monday	Mon.
Thursday	2.		
Tuesday	3.		
✓ Monday	4.		
Sunday	5.		
Wednesday	6.		
Friday	7.		

5. Listen to the conversations and circle the day of the week you hear.

1.	Monday	Wednesday	(Friday)
2.	Tuesday	Thursday	Saturday
3.	Sunday	Saturday	Thursday
4.	Fri.	Sat.	Mon.
5.	Tues.	Thurs.	Fri.
6.	Mon.	Wed.	Sat.
7.	Sun.	Monday	Tuesday
8.	Thursday	Tues.	Sat.

6. Put the days of the week in the correct box. Then answer the questions.

Weekdays	The Weekend

1. What days do you **work** this week?

_____

2. What days do you **have off** this week?

_____

7. Ask your co-workers the questions below. Then write their answers.

	CO-WORKER 1	CO-WORKER 2	CO-WORKER 3
1. What days / **work**?			
2. What days / **have off**?			

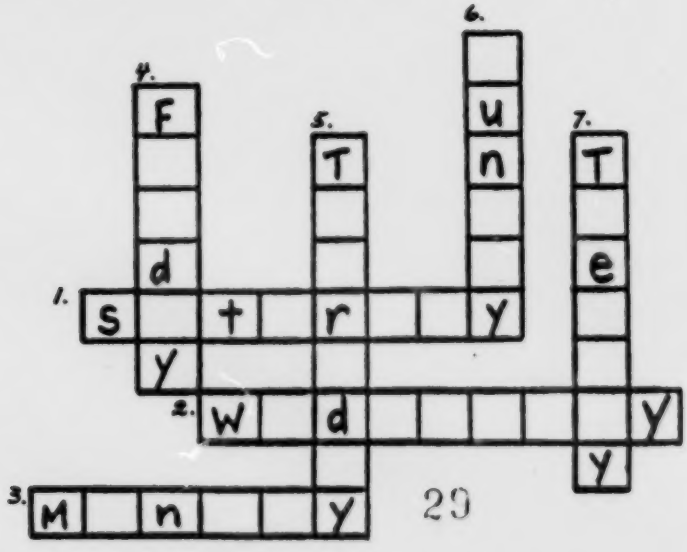
8. Look at the calendar. Write the missing days of the week. Then answer the question below.

JUNE

S	M	T	W	T	F	S
Sun.			Wed.			Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1. What day of the week is the 15th? _____
2. What day of the week is the 27th? _____
3. What day of the week is the 30th? _____
4. What day is **today**? _____
5. What day is **tomorrow**? _____
6. What day **was yesterday**? _____

9. Fill in the missing letters of the puzzle.



10. Say the dialogue.

A: Excuse me, Ana. What day is today?

B: Let me think. It's Tuesday.

A: Tuesday?

B: Yes. Tuesday.

A: Thanks.

B: You're welcome.

MONTHS OF THE YEAR

1. Copy the months of the year.

JANUARY JAN.	FEBRUARY FEB.	MARCH MAR.	APRIL APR.	MAY	JUNE JUN.
JULY JUL.	AUGUST AUG.	SEPTEMBER SEPT.	OCTOBER OCT.	NOVEMBER NOV.	DECEMBER DEC.

2. Draw a line and print the months.

OCTOBER	FEB. _____
APRIL	JUL. _____
JULY	MAY _____
JANUARY	OCT. OCTOBER
MAY	AUG. _____
AUGUST	NOV. _____
DECEMBER	JUN. _____
FEBRUARY	APR. _____
NOVEMBER	DEC. _____
SEPTEMBER	JAN. _____
MARCH	SEPT. _____
JUNE	MAR. _____

3. Print the abbreviations for the months. (Don't forget the periods.)

FEBRUARY	FEB.	JANUARY	_____
APRIL	_____	MAY	_____
NOVEMBER	_____	AUGUST	_____
SEPTEMBER	_____	DECEMBER	_____
JUNE	_____	JULY	_____
MARCH	_____	OCTOBER	_____

4. Match the long form of months with the short. Then number the months.

January	Mar.	____
February	June	____
March	Sept.	____
April	Jan.	1
May	Nov.	____
June	Feb.	____
July	Apr.	____
August	May	____
September	Dec.	____
October	July	____
November	Aug.	____
December	Oct.	____

5. Write the missing months.

1. January	3. March	7. July	9. September
2. _____	4. April	8. _____	10. October
	5. _____		11. _____
	6. _____		12. _____

6. Match names of the 4 **seasons** to pictures.

1. summer
2. fall
3. winter
4. spring

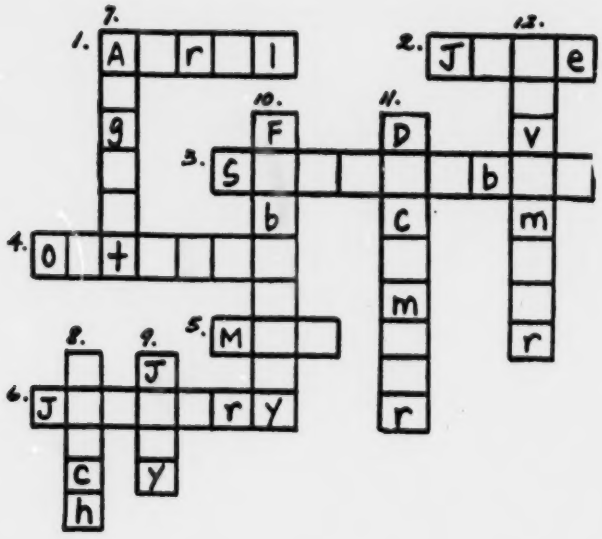
7. Write the months that belong in each season.

SUMMMER	FALL	WINTER	SPRING

8. Listen to the conversations and circle the month of the year you hear.

1.	January	July	June
2.	August	April	November
3.	September	October	December
4.	Feb.	Mar.	May
5.	Dec.	Oct.	Sept.
6.	May	June	July
7.	Apr.	Aug.	Jan.
8.	Oct.	Nov.	Sept.
9.	October	Dec.	July
10.	May	Aug.	Mar.

9. Fill in the missing letters of the puzzle.



10. Say the dialogue.

A: When's your birthday?

B: It's in March.

A: Did you say March?

B: Yes. March.

A: Me too!

Ask your co-workers about their birthday and write down the month.

CO-WORKER 1		CO-WORKER 5	
CO-WORKER 2		CO-WORKER 6	
CO-WORKER 3		CO-WORKER 7	
CO-WORKER 4		CO-WORKER 8	

Now let's sign a birthday card for your co-worker whose birthday is this month.

Happy Birthday to you!

CALENDAR DATES

1. Read the July calendar.

JULY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2. Say the year.

a.	1992	e.	1948	i.	1955
b.	1990	f.	1957	j.	1916
c.	1991	g.	1940	k.	1812
d.	1974	h.	1962	l.	1492

3. Write today's date in 3 different ways.

a. _____ _____ , _____
Month Day Year

b. _____ / _____ / _____

c. _____ - _____ - _____

4. Write the dates in number form. Then say the dates.

a. January 8, 1964
1 - 8 - 64

b. August 23, 1937
___ - ___ - ___

c. May 1, 1937
___ / ___ / ___

d. December 25, 1912
___ - ___ - ___

e. November 14, 1973
___ / ___ / ___

f. October 14, 1955
___ / ___ / ___

g. March 29, 1941
___ / ___ / ___

h. February 28, 1990
___ - ___ - ___

i. July 4, 1984
___ / ___ / ___

5. Write the dates that are circled on the calendar below. Use ___ - ___ - ___.

August 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	(2)	3
4	5	6	(7)	8	9	10
11	12	13	14	(15)	16	17
(18)	19	20	21	22	23	24
25	26	(27)	28	29	30	(31)

1) August 2, 1991 8-2-91 4) _____ _____

2) _____ _____ 5) _____ _____

3) _____ _____ 6) _____ _____

6. Write the dates that are circled on the calendar below. Use ___ / ___ / ___.

December 1991

Sun.	Mon.	Tues	Wed.	Thurs	Fri.	Sat.
(1)	2	3	4	5	6	7
8	9	10	11	12	(13)	14
15	(16)	17	18	19	20	21
22	23	24	25	26	27	(28)
29	30	31				

1) December 1, 1991 12/1/91 4) _____ _____

2) _____ _____ 5) _____ _____

3) _____ _____ 6) _____ _____

7. Look at the sets of dates below. Circle the one that is correctly written.

a.	Jan. 25. 92	jan. 25th-1992	January 25, 1992
b.	13 Feb., 1992	2/13/92	13/2-92
c.	11\5-1992	1992/5/11	11/5/92
d.	4-19-92	1992/19/4	4-1992-19
e.	May 5, 1992	5 May, 1992	1992, May 5
f.	10/14/19/92	10/14/92	10/14-92
g.	3-18-92	3-18/92	18-3-92
h.	April 19. 1992.	April 19; 1992	April 19, 1992

8. Listen to the conversations and circle the date you hear. Then say the dates.

a.	September 4, 1991	September 2, 1991	September 3, 1991
b.	August 10, 1991	April 10, 1991	October 10, 1991
c.	July 4, 1978	July 4, 1980	July 4, 1958
d.	6 / 25 /88	2 / 15 / 88	5 / 26 / 88
e.	3 / 11 / 73	1 / 31 / 37	11 / 3 / 71
f.	2 - 4 - 15	4 - 15 - 82	4 - 2 - 51
g.	12 - 12 - 22	12 - 21 - 12	12 - 22 - 21
h.	June 28, 1991	7 / 28 / 91	1 - 19 - 82
i.	11 - 25 - 70	7 / 11 / 17	June 17, 1925

9. Listen to the conversations and write the dates you hear.

a. August 13, 1954

b. July ____, 19____

c. _____ 12, 1962

d. _____ 17, 19____

e. ____ / 15 / ____

f. 10 / ____ / ____

g. 12 - ____ - 73

h. ____ - ____ - 68

i. _____

j. _____

10. Make a calendar for September. Look at the calendar on the wall for help.

_____
month

Sun.						

Answer the questions below.

1. Which day is 9/1? _____
2. Which day is 9/8? _____
3. Which day is 9/13? _____
4. Which day is 9/22? _____
5. Which day is 9/25? _____
6. Which day is 9/30? _____

Mark down the following dates and times.

a. 9/12 Doctor's appointment at 2:00pm
b. 9/19 Mom's birthday
c. 9/20 to 9/27 Vacation
d. 9/28 and 9/29 Request off
e. 9/23 Dentist appointment at 12:15pm
f. 9/5 Laundry Dept. meeting at 9:30am

11. Fill out the Personnel Information Form below. PLEASE PRINT.

PERSONNEL INFORMATION FORM

1) Day: _____ 2) Date: _____

3) Time: _____

4) Name: _____

5) Department: _____

6) Job Title: _____

7) Birthdate: _____

Signature: _____

UNIT 4: THE WEEKLY SCHEDULE

1. Look at the form below.

   1. Underline the name of this form.
   2. Box the dates of this form.
   3. Circle the days of the week.

LAUNDRY DEPARTMENT
WEEKLY SCHEDULE

WEEK OF: APRIL 23.1992 TO: APRIL 29, 1992

	Date 23	Date 24	Date 25	Date 26	Date 27	Date 28	Date 29	
DAY:	THUR	FRI	SAT	SUN	MON	TUE	WED	
FORECAST:	54%	53%	67%	57%	34%	40%	37%	
FEEDER/FOLDER:	(7)	(7)	(7)	(6)	(7)		(7)	
LIDIA ALAS	VAC	VAC	VAC	VAC	VAC	VAC	VAC	
CARMEN GALO	7:00 3:30	7:00 3:30	7:00 3:30	O	7:00 3:30	✓	7:00 3:30	=5
LILIAN GALLO	7:00 3:30	7:00 3:30	7:00 3:30	Day off	O	✓	7:00 3:30	=4
ANITA ZENDEJAS	7:00 3:30	7:00 3:30	C	7:00 3:30	7:00 3:30	✓	7:00 3:30	=5
FRANCES PANCHECO	9:30 6:00	O	7:00 3:30	7:00 3:30	7:00 3:30	✓	9:30 6:00	=5
TRINIDAD RIVAS	O	9:30 6:00	9:30 6:00	7:00 3:30	9:30 6:00	✓	7:30 4:00	=5
SOCCORO VARGAS	9:30 6:00	9:30 6:00	9:30 6:00	O	9:30 6:00	✓	9:30 6:00	=5
MARTHA SOTELO	9:30 6:00	9:30 6:00	9:30 6:00	9:30 6:00	9:30 6:00	✓	O	=5
ON CALL #1 Mejia Teresa	O	9:30 6:00	9:30 6:00	9:30 6:00		✓	9:30 6:00	=3
ON CALL #2 Esperanza, M				9:30 6:00		✓		=1
ON CALL #3								
PRESSERS:	(2)	(2)	(2)	(2)	(2)		(2)	
EMMA GOMEZ	7:00 3:30	7:00 3:30	Day off	O	7:00 3:30	✓	7:00 3:30	=5
ANNA RODRIGUEZ	7:00 3:30	C	7:00 3:30	7:00 3:30	8:00 4:30	✓	8:00 4:30	=5
MARIA BUSTAMANTE	9:30 6:00	8:00 4:30	8:00 4:30	8:00 4:30	9:30 6:00	✓	C	=5
WASHERS/SORTERS:	(2)	(2)	(3)	(3)	(2)		(3)	
GERRY NELSON	Vac	Vac	O	O	Vac	Day off	8:00 4:30	
JOSE SOLORZANO	O	O	6:00 2:30	6:00 2:30	6:00 2:30	Day off	8:00 4:30	=5
NAHUM ZELEDON	7:00 2:30	7:00 2:30	8:00 4:30	8:00 4:30	8:00 4:30	O	O	=5
JOSE ZELADA	8:00 4:30	C	9:30 6:00	9:30 6:00	O	8:00 4:30	9:30 6:00	=5
		8:00 4:30						=1

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Vocabulary:

weekly schedule	forecast	occupancy
on call	permanent	
off (O)	vacation (VAC)	request off (Req off)

2. Discuss the questions below with your teacher.

a. What is the name of the form on the next page?

b. What kind of information can you find on this form?

c. Who fills out the form? Who reads the form?

d. Where do you find the form?

e. When do you read this form?

f. How often do you find a new schedule?

g. Do you sometimes find mistakes on the form? If yes, who do you talk to about them?

h. Circle the parts of the form you don't understand. The teacher will help explain them.

LAUNDRY DEPARTMENT
WEEKLY SCHEDULE

WEEK OF: APRIL 23.1992 TO: APRIL 29, 1992

	Date 23	Date 24	Date 25	Date 26	Date 27	Date 28	Date 29	
DAY:	THUR	FRI	SAT	SUN	MON	TUE	WED	
FORECAST:	54%	53%	67%	57%	34%	40%	37%	
FEEDER/FOLDER:	(7)	(7)	(7)	(6)	(7)		(7)	
LIDIA ALAS	VAC	VAC	VAC	VAC	VAC	VAC	VAC	
CARMEN GALO	7:00 3:30	7:00 3:30	7:00 3:30	O	7:00 3:30		7:00 3:30	=5
LILIAN GALLO	7:00 3:30	7:00 3:30	7:00 3:30	Req off	O		7:00 3:30	=4
ANITA ZENDEJAS	7:00 3:30	7:00 3:30	O	7:00 3:30	7:00 3:30		7:00 3:30	=5
FRANCES PANCHECO	9:30 6:00	O	7:00 3:30	7:00 3:30	7:00 3:30		9:30 6:00	=5
TRINIDAD RIVAS	O	9:30 6:00	9:30 6:00	7:00 3:30	9:30 6:00		9:30 6:00	=5
SOCCORO VARGAS	9:30 6:00	9:30 6:00	9:30 6:00	O	9:30 6:00		O	=5
MARTHA SOTELO	9:30 6:00	9:30 6:00	9:30 6:00	9:30 6:00	9:30 6:00		9:30 6:00	=5
ON CALL #1 Mej, Veronica	O	9:30 6:00	9:30 6:00	9:30 6:00				=2
ON CALL #2 Esperanza, M.				9:30 6:00				=1
ON CALL #3								
PRESSERS:	(2)	(2)	(2)	(2)	(2)		(2)	
EMMA GOMEZ	7:00 3:30	7:00 3:30	7:00 3:30	O	7:00 3:30		7:00 3:30	=5
ANNA RODRIGUEZ	7:00 3:30	O	7:00 3:30	7:00 3:30	8:00 4:30		8:00 4:30	=5
MARIA BUSTAMANTE	9:30 6:00	8:00 4:30	8:00 4:30	8:00 4:30	9:30 6:00		O	=5
WASHERS/SORTERS:	(2)	(2)	(3)	(3)	(2)		(3)	
GERRY NELSON	Vac	Vac	O	O	Vac	Req off	8:00 4:30	
JOSE SOLORZANO	O	O	6:00 2:30	6:00 2:30	6:00 3:30	Req off	8:00 4:30	=5
NAHUM ZELEDON	7:00 2:30	7:00 2:30	8:00 4:30	8:00 4:30	8:00 4:30	O	O	5
JOSE ZELADA	8:00 4:30	O	9:30 6:00	9:30 6:00	O	8:00 4:30	9:30 6:00	=5
		8:00 4:30						=1

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3. Look at the form on the page before. Work with a partner and fill in the missing information below.

a. Week of the schedule: _____

b. How many days are on the schedule? _____

Write them: _____

_____ _____

c. What was your work schedule for 4/23 : _____

4/25 : _____

4/28 : _____

d. How many FEEDERS/FOLDERS are in the Laundry Dept.? _____
How many PRESSERS are in the Laundry Dept.? _____
How many WASHERS/SORTERS are in the Laundry Dept.? _____

e. How many days did you work that week? _____
How many people worked on Thursday, 4/23? _____
How many peoole worked on Saturday, 4/25? _____
How many people worked on Tuesday, 4/28? _____

f. How many people were ON CALL that week? _____

Write their names: _____

g. What was the projected occupancy for (Mon.) 4/27? _____
What was the projected occupancy for (Wed.) 4/29? _____
What was the projected occupancy for (Sat.) 4/25? _____

4. Let's look at the schedule for this week. Work with a partner and fill in the missing information below.

a. Match.

LONG FORM	SHORT FORM
vacation	O
request off	Dept.
department	VAC
Off	Req off

b. How many days are you working this week? _____

c. When are you off (O) this week? _____

d. When is the Laundry Dept. closed this week? _____

e. Who is on call this week? _____

f. Who is going on vacation this week? _____

g. Who requested days off this week? _____

f. What is the projected occupancy for Tues.? _____
What is the projected occupancy for Thurs.? _____
What is the projected occupancy for Sat.? _____

LAUNDRY DEPARTMENT
WEEKLY SCHEDULE

WEEK OF: May 7, 1992 to May 13, 1992

	Date 7	Date 8	Date 9	Date 10	Date 11	Date 12	Date 13	
DAY:	THUR	FRI	SAT	SUN	MON	TUE	WED	
FORECAST:	22%	78%	79%	21%	10%	12%	15%	
FEEDER/FOLDER:	(5)	(8)	(8)	Closed	(6)	Closed	(7)	
LIDIA ALAS	8:00	7:00	7:00		9:30		9:30	
	4:30	3:30	3:30		6:00		6:00	=5
CARMEN GALO	7:00	7:00	8:00		8:00		8:00	
	3:30	3:30	4:30		4:30		4:30	=5
LILIAN GALLO	9:30	7:00	7:00		Reg		Reg	
	6:00	3:30	3:30		off		off	=3
ANITA JENDEJAS	7:00	7:00	7:00		7:00		7:00	
	3:30	3:30	3:30		3:30		3:30	=5
FRANCES PANCHECO	VAC	VAC	VAC		7:00		9:30	
					3:30		6:00	=2
TRINIDAD RIVAS	Reg	9:30	9:30		9:30		9:30	
	off	6:00	6:00		6:00		6:00	=4
SOCCORO VARGAS	9:30	9:30	9:30		9:30		9:30	
	6:00	6:00	6:00		6:00		6:00	=5
MARTHA SOTELO	VAC	VAC	VAC		VAC		VAC	=0
ON CALL #1 Maria Sandra		9:30	9:30				9:30	
		6:00	6:00				6:00	=3
ON CALL #2 Maria H.		9:30	9:30					
		6:00	6:00					=2
ON CALL #3								
PRESSERS:	(3)	(2)	(2)	Closed	(3)	Closed	(2)	
EMMA GOMEZ	7:00	7:00	Reg		7:00		7:00	
	3:30	3:30	off		3:30		3:30	=4
ANNA RODRIGUEZ	7:00	Reg	7:00		8:00		8:00	
	3:30	off	3:30		4:30		4:30	=4
MARIA BUSTAMANTE	9:30	8:00	8:00		9:30		9:30	
	6:00	4:30	4:30		6:00		6:00	=5
WASHERS/SORTERS:	(2)	(2)	(4)		(4)	(2)	(3)	
GERRY NELSON	0	6:00	8:00		8:00	8:00	8:00	
		2:30	4:30	0	4:30	4:30	4:30	=5
JOSE SOLORZANO	0	0	6:00	6:00	6:00	7:00	7:00	
			2:30	2:30	2:30	3:30	3:30	=5
NAHUM ZELEDON	7:00	7:00	8:00	8:00	8:00			
	2:30	2:30	4:30	4:30	4:30	0	0	=5
JOSE ZELADA	8:00	C	6:00	6:00	7:00		7:00	
	4:30		2:30	2:30	3:30	0	3:30	=5

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UNIT 5: ALL ABOUT HOTEL LINEN

Vocabulary:

table cloth	napkin	rag	
bath towel	hand towel	face towel	bath mat
bed sheet	top sheet	bed pad ✓	pillow case

1. Look at the linen on the teacher's table. Can you name the different kinds of linen?

   Match the name cards to the items on the table.

2. Write the name of the linen under each picture.

1.

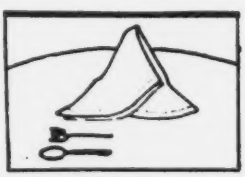
bed pad

2.

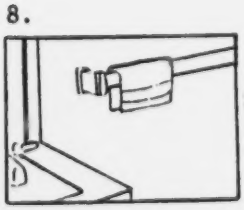
3.

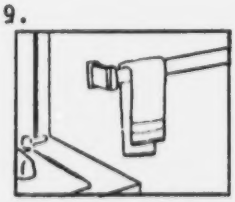
4.

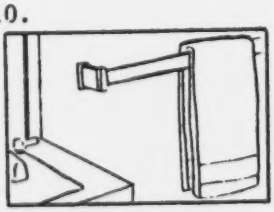
5.

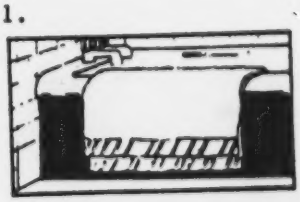
6. 

7.

8. 

9. 

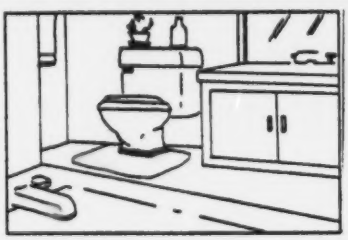
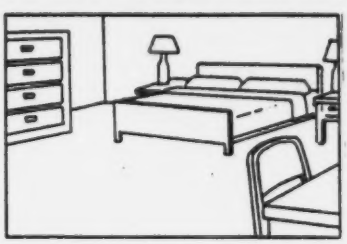
10. 

11. 

3. Guess the names of linen below. Then fill in the missing letters.

1. b _ d s h _ _ t
2. n _ p k _ n
3. t _ b l _ c l _ t h
4. f _ c e t _ w _ l
5. b _ t h m _ t
6. p _ l l _ w c _ s e
7. t _ p s h _ _ t
8. b _ t h t _ w _ l
9. r _ g
10. b _ d p _ d

4. Separate the names of linen from above into 3 groups.

A. FOR THE BATHROOM	B. FOR THE BEDROOM	C. FOR THE KITCHEN
		

5. Write the plural form of each linen item. Say the plural form.

SINGULAR	PLURAL	SINGULAR	PLURAL
1. bed sheet	bed sheets	6. rag	_____
2. napkin	_____	7. top sheet	_____
3. bath mat	_____	8. table cloth	_____
4. bed pad	_____	9. face towel	_____
5. bath towel	_____	10. pillow case	_____

6. Read the sentences and circle the correct word to complete the sentence.

	SINGULAR	PLURAL
a. Please give me 10	face towel	face towels.
b. Could you give me a	pillow case	pillow cases?
c. Please bring me 2	napkin	napkins.
d. Could you bring me a	rag	rags?
e. Please get me a	bed pad	bed pads.
f. Could you get me 15	table cloth	table cloths?
g. Please give me 50	top sheet	top sheets.
h. Please bring me a	hand towel	hand towels.

7. Fill in the blank with the SINGULAR or PLURAL form of the linen item.

a. (bed sheet) Please give me 5 bed sheets.

b. (rag) Could you give me a _____?

c. (pillow case) Please bring me 10 _____.

d. (bath towel) Could you bring me 2 _____?

e. (napkin) Please get me a _____.

f. (table cloth) Could you get me 3 _____?

8. Read the sentences below and circle the correct word to complete the sentence.

a. Could you give me	a	(some)	face towels?
b. Could you bring me	a	some	bath mat?
c. Could you get me	a	some	pillow cases?
d. Please get me	a	some	napkins?
e. Please bring me	a	some	rag?
f. Please give me	a	some	hand towels.
g. Could you get me	a	some	bed sheet?

9. Say the dialogues.

1. A: Jose, could you get me a rag?

   B: Sure.... Here you go.

   A: Thanks a lot.

   B: You're welcome.

2. A: Tom, could you bring me some napkins?

   B: Sure. How many do you need?

   A: 12.

   B: Alright. Here you are.

   A: Thanks a lot.

   B: No problem.

10. Listen to the conversations and circle what you hear.

a.	some napkins	some pillow cases	some bath mats
b.	a bed sheet	a napkin	a bed pad
c.	a top sheet	a bed sheet	a pillow case
d.	some face cloths	some hand towels	some bath towels
e.	a table cloth	some table cloths	some tables
f.	some bath mats	a bed pad	some bed pads
g.	some pillow cases	a rag	a table cloth

11. Unscrammble the words in each sentence below.

a. you Could napkins me some give ?

Could you give me some napkins ?

b. bring a you Could me bed pad ?

c. Please some me bed sheets get .

d. you get rag a Could me ?

e. many need you How do ?

12. Unscrammble the words in each sentence below. Then number the sentences to make a dialogue.

☐ go Here you .

Here you go.

☐ need ? do many you How Sure .

☐ welcome . You're

☐ you get some Could napkins ? me

☐ need I 50 .

☐ a lot . Thanks

13. Work with a partner.

Look at the pictures in the envelope. Lay them out on the table.

Ask your partner for a linen item. Follow the dialogue below:

A: Could you give me some napkins?

B: Sure. How many do you need?

A: I need 25. (Saying the # on the picture)

B: Here you go. (Partner picks up the correct picture and gives it to you)

A: Thanks.

B: You're welcome.

FOLDERS PRODUCTION FORM

1. Refer to the form on the following page. Discuss the questions below.

a. Underline the name of the form.

Circle the date of the form.

b. What do the following words mean?

ITEM START FINISH COUNT QUANTITY

c. Who fills out the form? Who checks and keeps the form?

d. When do you fill out the form?

e. Is the form necessary? Why?

f. Where do you get extra copies of the form?

g. Match abbreviations to words.

B - sheets	table cloths
T - sheets	bed pads
T - cloths	bed sheets
B - pads	top sheets

DATE: 3-30-92

FOLDERS PRODUCTION REPORT

ITEM	TIME START	TIME FINISH	COUNT	NAME
T-CLOTHS	700	800	795	Lassain
T-CLOTHS	800	900	299	Lillian
T-CLOTHS	900	935	136	Lidia
NAPKINS	935	100	608	Lidia
NAPKINS	100	1100	800	anita
TABLECL#	140	1100	138	111
T-cloth	1100	11:10	57	Frances
T-cloth	11:10	11:30	86	Frances
TOP SHEETS	1130	1215	290	1111
SHEETS	1215	1230	98	Lassain
SHEETS	1230	130	392	Lillian
SHEETS	130	230	434	Lidia
PILLOW	230	330	550	anita
NAPKNS	230	330	1000	1111
SHEETS			213	anna
NAPKINS			450	1111

NOTES:

2. Listen to the sentences and fill in the missing information on the FOLDERS PRODUCTION FORM below.

DATE: 3/29/92

FOLDERS PRODUCTION REPORT

	ITEM	TIME START	TIME FINISH	Quantity	Signature
1.	Tablecloths			119	[illegible]
2.	Pillow cases			500	[illegible]
3.	pillow cases			1100	[illegible]
4.	napkins			812	[illegible]
5.	T-sheets			515	[illegible]
6.	tablecloths			137	[illegible]
7.	hand towels			188	[illegible]
8.	bath mats			200	[illegible]
9.	B-sheets			10	[illegible]
10.	Rags			250	[illegible]
11.	bed pads			15	[illegible]

NOTES:

3. Refer to the form above. Listen to the questions on tape and write down the quantity of items finished.

a. 500

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

4. Work with Partner B. Ask your partner for missing information on your form below.

Example: How many table cloths did Anita do today?

DATE: 3/29/92

FOLDERS PRODUCTION REPORT

	ITEM	TIME START	TIME FINISH	Quantity	Signature
1.	Tablecloths	7:30	8:15	119	Anita
2.	Pillow cases	7:45	9:10		Trinidad
3.	pillow cases	8:00	10:55		Tamlark
4.	napkins	8:20	9:30	812	Anita
5.	T-sheets	9:30	11:00		Anna
6.	tablecloths	10:20	11:15	137	Dianne
7.	hand towels	11:15	11:55	188	Anita
8.	bath mats	11:00	12:05		Trinidad
9.	B-sheets	11:25	11:45	10	Dianne
10.	Rags	11:45	12:30		Dianne
11.	bed pads	12:00	12:45	15	Anita

NOTES:

4. Work with Partner A. Ask your partner for missing information on the form below.

Example: How many pillow cases did Trinidad do today?

DATE: 3/29/92

FOLDERS PRODUCTION REPORT

	ITEM	TIME START	TIME FINISH	Quantity	Signature
1.	Tablecloths	7:30	8:15		Ramona
2.	Pillow cases	7:45	9:10	500	Trinidad
3.	pillow cases	8:00	10:55	1100	Tamalee
4.	napkins	8:20	9:30		Ramona
5.	T-sheets	9:30	11:00	515	Ramona
6.	tablecloths	10:20	11:15		Frances
7.	hand towels	11:15	11:55		Ramona
8.	bath mats	11:00	12:05	200	Trinidad
9.	B-sheets	11:25	11:45		Frances
10.	Rags	11:45	12:30	250	Frances
11.	bed pads	12:00	12:45		Ramona

NOTES:

UNIT 6: THE PRESSERS PRODUCTION FORM

HOTEL JOBS

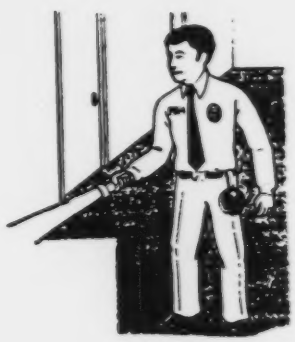
Vocabulary:

bellhop	waiter	waitress
cook / chef	busperson	steward
engineer	security guard	housekeeper ✓
banquet houseperson	laundry worker	

1. Write the names of the hotel workers on the lines. Check the box above for spelling.

1.

housekeeper

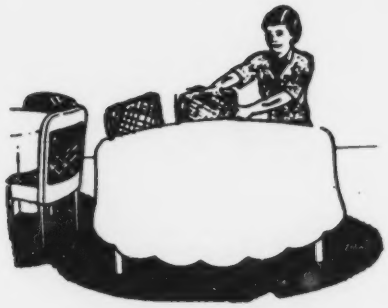
2. 

3.

4.

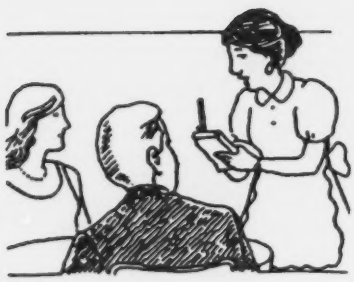
5.

6.

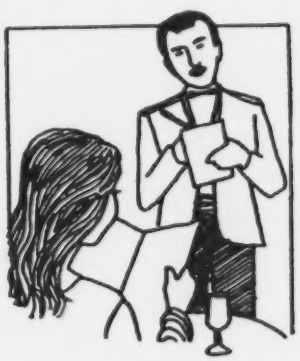


7.

8.



9.



10.

11.

HOTEL UNIFORMS

Vocabulary:

scarf	shoes	vest
dress	skirt	shirt
coat	bath robe	blouse
pants	chef hat	apron
jacket	long jacket	jumpsuit

1. Write the names of each uniform item on the line.

1.

_____

2.

_____

3.

_____

4.

_____

5.

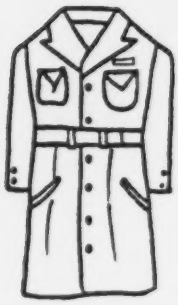
_____

6.

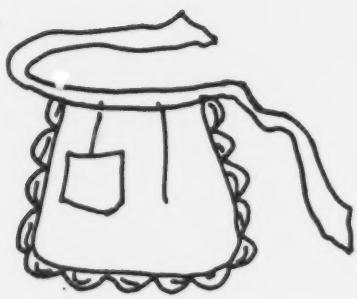
_____

7.

8.

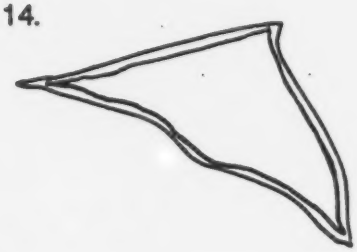
9. 

10.

11. 

12.

13.

14. 

15.

PRESSERS PRODUCTION FORM

1. Refer to the form on the following page.

a. Underline the name of the form.

Circle the date of the form.

b. Who fills out this form?

c. Who checks this form?

d. When do you turn in the form?

e. How many forms do you turn in every day?

f. Why is this form necessary?

g. Match abbreviations to the words.

BQT	black
W	engineer
M	banquet
BLK	women
WHT	steward
ENG	men
STW	white

Pressers Production Form

3/21/92 (149)

WHITE APRON	28
WHITE WAITER JACKET	
WHITE SHIRT	
BAT. SHIRT	
BAT. HOUSEMAN SHIRT	
" " PANT	4
ENG SHIRT	
" PANT	2
WHITE LONG JACKET	
RED LONG JACKET	6
HOUSEKEEPING W. M. SHIRT	3
BLK. PANT	10
STW JUMPSUIT	19
COOK JACKET	
" PANT	24
" SCARF	6
" HAT	6
MAID APRON	
WHITE DRESS	9
" PANT	2
MAID DRESS	16
WAITER APRON	14

Prepared by [illegible]

2. Look at the PRESSERS PRODUCTION REPORT. Say the names of the items. Listen to the sentences on tape. Write the quantity of items finished for the day. Then work with a partner and figure out the TOTAL.

Date: _____

PRESSERS PRODUCTION REPORT

ITEMS	QUANTITY
1. White waiter jackets	
2. White waiter shirts	
3. Blk. waiter pants	
4. Bqt. houseman shirts	
5. Bqt. houseman pants	
6. Eng. shirts	
7. Eng. pants	
8. White long jackets	
9. Housekeeping (W/M) shirts	
10. Stw. jumpsuits	
11. Cook jackets	
12. Cook pants	
13. Cook scarfs	
14. Cook hats	
15. Maid aprons	
16. Maid dresses	
17. Waiter aprons	

Total: _____

Prepared by: _____

3. Work with Partner B. Ask your partner for the missing information on your form below.

Example: How many white waiter jackets did Ana finish today?

Date: 6/21/92

PRESSERS PRODUCTION REPORT

ITEMS	QUANTITY
1. White waiter jackets	15
2. White waiter shirts	10
3. Blk. waiter pants	
4. Bqt. houseman shirts	12
5. Bqt. houseman pants	
6. Eng. shirts	21
7. Eng. pants	
8. White long jackets	
9. Housekeeping (W/M) shirts	15
10. Stw. jumpsuits	2
11. Cook jackets	
12. Cook pants	0
13. Cook scarfs	
14. Cook hats	
15. Maid aprons	
16 Maid dresses	0
17. Waiter aprons	15

Total: _____

Prepared by: Ana Reina

3. Work with Partner A. Ask your partner for the missing information on your form below.

Example: How many engineer shirts did Ana finish today?

Date: 6/21/92

PRESSERS PRODUCTION REPORT

ITEMS	QUANTITY
1. White waiter jackets	
2. White waiter shirts	
3. Blk. waiter pants	5
4. Bqt. houseman shirts	
5. Bqt. houseman pants	10
6. Eng. shirts	
7. Eng. pants	3
8. White long jackets	4
9. Housekeeping (W/M) shirts	
10. Stw. jumpsuits	
11. Cook jackets	0
12. Cook pants	
13. Cook scarfs	21
14. Cook hats	3
15. Maid aprons	0
16. Maid dresses	
17. Waiter aprons	

Total: _____

Prepared by: Ana Reina

UNIT 7: DESCRIBING DIRTY LAUNDRY

1. Look at the items on the teacher's table. Describe and then write down the problem with each one below. The teacher will help you spell the words.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

2. Look at the pictures below. Work with a partner and write the problem with each one.

1.

It's stained.

2.

3.

4.

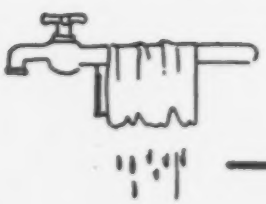
5.

6.

7.

8.

9.

10. 

4. Practice with a partner. Follow the dialogue below to talk about each picture.

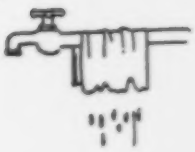
A: What's the problem here? (Points to the picture.)

B: It has stains.

B: What's the matter here? (Points to the picture.)

A: It is still wet.

1.

2. 

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

3. Listen to the conversations and circle the laundry problem you hear.

1.

2.

3.

4.

5.

6.

7.

5. Fill in the missing word in each sentence with one of the words in the box.

Is	has

1. It has spots.
2. It _____ stains.
3. It _____ still wet.
4. It _____ soiled.
5. It _____ holes.
6. It _____ wrinkled.
7. It _____ torn.
8. It _____ smelly.
9. It _____ faded.
10. It _____ worn out.

6. Inspect the dirty laundry items on the table. Write down all the problems you see.

ITEMS	PROBLEMS
1. a sock	It has a hole. It is smelly.
2.	
3.	
4.	
5.	
6.	

7. Watch your teacher perform the story:

Jerry bought a new shirt on saie.

The shirt is nice but it has a stain.

What should he do?

Well...he should...

1. soak it in warm water.
2. bleach it white.
3. wash it.
4. rinse it.
5. dry it.
6. starch it.
7. iron it.

Whoops. It has a hole too.

Quick! Send it to MOM for mending.

MOM can't mend it. Jerry can't mend it.

There's nothing Jerry can do. Throw it away.

How sad! What a waste!

8. Practice with a partner. Tell the story to each other. Tell the story to the class.

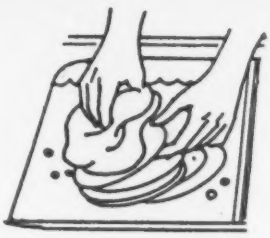
9. Guess the words below. Then fill in the missing letters.
Look at the pictures in your envelope. Tape the correct picture to each solution.

1. S o a k it.	6. D _ y it.
2. St _ rch it.	7. M _ nd it.
3. Bl _ _ ch it.	8. Thr _ w it aw _ y.
4. Ir _ n it.	9. S _ nd it to XXX for m _ ndi _ g.
5. W _ sh it.	10. There's n _ thi _ g you can do.

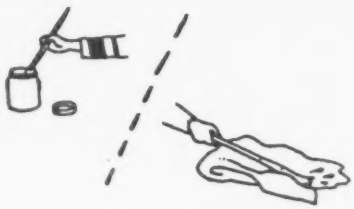
* See Addendum for pictures.

10. Match words to pictures.

a.



b.



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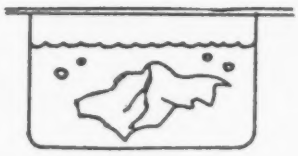
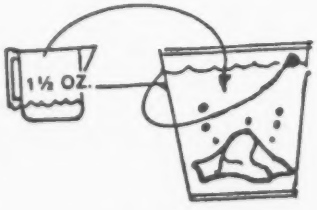


d.

e.



Soak it.

Wash it.

Bleach it.

Starch it.

Mend it.

f.

g.

h.

i.

j.

Dry it.

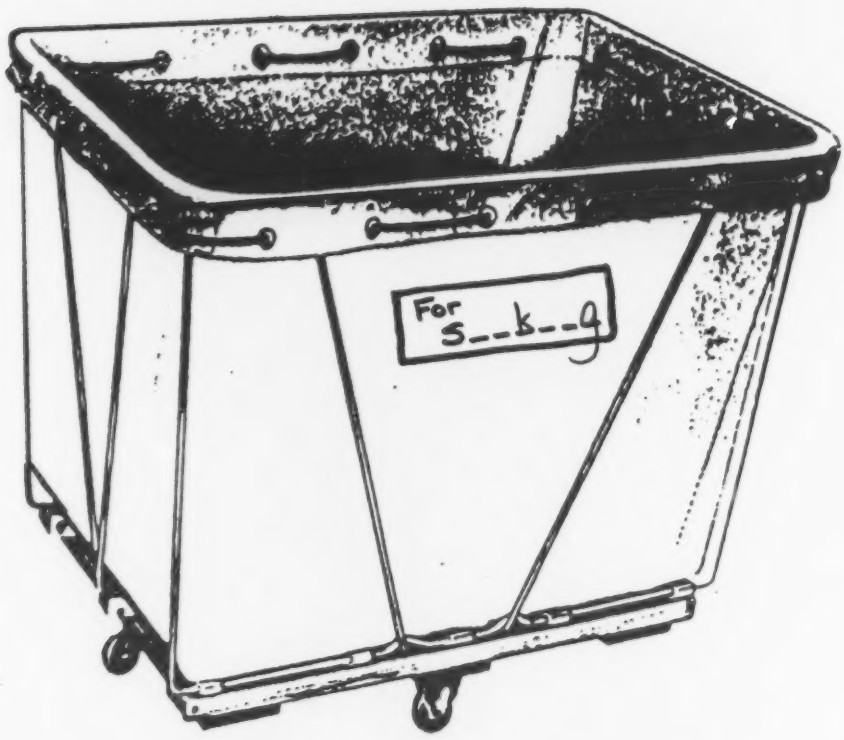
Iron it.

Throw it away.

Send it to XXX for mending.

There's nothing you can do.

WHAT IS THIS BIN USED FOR?



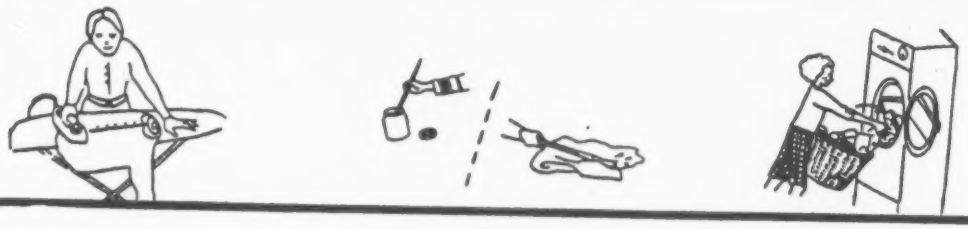
11. Every one has pictures of problems and solutions. Work together to match problems with the best solutions. You have 2 minutes to complete this exercise.

12. Listen to the problems on tape. Circle the best solution to each problem.

1.

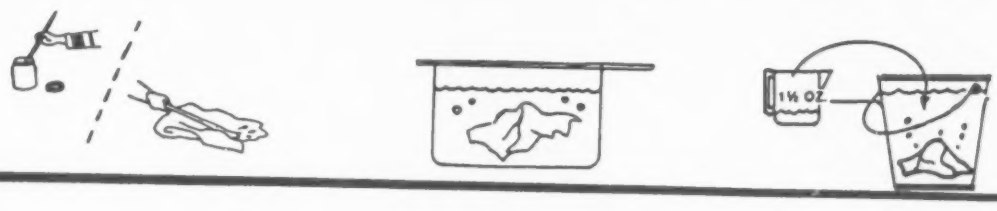
2.

3.



4.

5.



6.

13. Practice the conversation below with a partner. One person is a Manager and the other is a laundry worker.

A: This towel <u>has spots</u> on it.
I think we should <u>soak it</u> and <u>wash it again</u>.

B: That is a good/great idea!

14. Use the following suggestions to practice the dialogue above.

	PROBLEM		SOLUTIONS
1.			
2.			
3.			
4.			

15. Practice again with a partner. This time you come up with solutions to the problems below.

1.

2.

3.

4.

5.

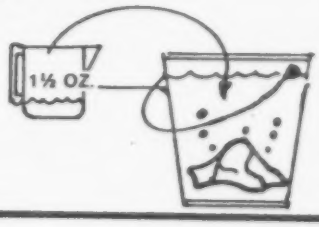
ADDENDUM

9.

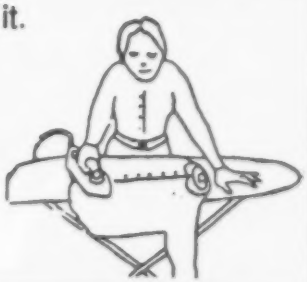
1. S o a k it.

2. St_rch it.

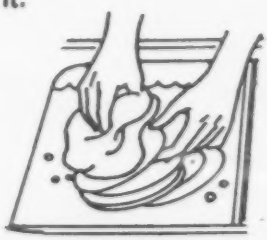
3. Bl__ch it.



4. Ir_n it.



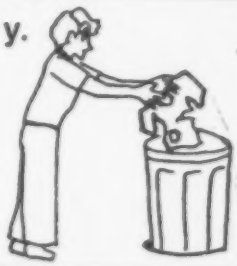
5. W_sh it.



6. D_y it.

7. M_nd it.

8. Thr_w it aw_y.



9. S_nd it to XXX for m_ndl_g.

10. There's n_thl_g you can do.

Sheraton Palace Hotel

Laundry Curriculum

Listening Script and Answer Key

Unit 1: WHAT DO YOU DO?

Page 2

Exercise 3

1. no 2. no 3. yes 4. no 5. no

Exercise 4

1. Her name is Ana Bustamante.
2. She works at the Sheraton Palace Hotel.
3. She works in the Laundry Department.
4. She is a Presser.

Page 3

Exercise 6

1. is 2. at 3. in 4. a

Exercise 7

1. I am a sorter.
2. I work at the Sheraton Palace Hotel.
3. My name is Jose Zelado.
4. I work in the Laundry Department.

UNIT 2: WHAT TIME IS IT?

Page 9

Exercise 6

1. A: Maria, what time is it?
   B: It's 1:07 right now.
   A: Did you say 1:07?
   B: Yes. 1:07.

2. A: Jerry, do you have a watch?
   B: Yes.
   A: What time is it?
   B: It's almost 1:20.

3. A: Emma, what's the time?
B: It's around 3:30.
A: It's almost time to go home!
B: Right on!

4. A: Jose, are you wearing a watch?
B: Yes. Do you want the time?
A: Yes.
B: It's 5:55.

5. A: Stella, is it time for break yet?
B: Let me see. It's only 9:30.
A: Only 9:30? I need a cup of coffee right now.
B: Hang in there. It's almost break time.

6. A: Alma, what time is it?
B: It's around 4:45. You should go home.
A: 4:45? I'm late. I just missed my bus.
B: Oh no! You're such a hard worker.

7. A: Silvia, did you have lunch yet?
B: No. What time is it?
A: It's 2:45! You must be hungry.
B: 2:45! I almost forgot lunch! Will you cover me?
A: Sure. I know you work hard, but you need to eat lunch.

8. A: Sam, what time is it?
B: I'm sorry, I don't have a watch.
A: Thanks anyway.

9. A: Dorothy, what time do you eat dinner every day?
B: Around 8:00 in the evening.
A: 8:00! Is that late?
B: Not for me. I get home late.

10. A: Pennie, what time is it right now?
B: My watch is broken. Go inside the office to look.
A: Alright. Thanks anyway.

Page 10

Exercise 7

a. 11:15	b. 8:45	c. 12:45	d. 1:15
e. 7:45	f. 7:15	g. 12:15	h. 3:15
i. 10:45	j. 2:45	k. 6:15	l. 1:45

Page 11

Exercise 8

1a. 1:30	1b. 2:30	2a. 12:45	2b. 9:00
3a. 3:00	3b. 12:15	4a. 12:30	4b. 6:00
5a. 8:45	5b. 9:45	6a. 12:15	6b. 11:15
7a. 7:00	7b. 8:00	8a. 11:45	8b. 9:00

Page 12

Exercise 9

a. A: Tomas, what time is it right now?
B: It' 3:05.

b. A: Maria, what's the time?
B: It's 2:30 sharp.

c. A: Jerry, what time will you go home tonight?
B: 7:40.

d. A: Stella, what time do you have?
B: 10:17.

e. A: Pennie, what time will you go to lunch?
B: Around 12:15.

f. A: Anna, what time did you start work today?
B: I started at 6:45 this morning.

g. A: Tom, what time will you have lunch?
B: At around 11:30. I'm hungry.

h. A: Ernie, what time will you start work today?
B: Around 4:20. I have a long day ahead of me.

Exercise 10

a. A: Lisa, what time is it?
B: It's 7:35.

b. A: Pennie, what time do you have?
B: I have 3:45.

c. A: Jerry, what time do you wake up every morning?
B: 5:45 in the morning.

d. A: Tom, when do you go to lunch?
B: At around 11:30.

e. A: Victor, when do you go home every day?
B: 4:30 sharp.

f. A: Allen, do you have time for coffee?
B: Sure. Meet me in the cafeteria at 3:15.

g. A: Alma, when is the department meeting?
B: It will be at 2:00 this afternoon.

h. A: Ernie, what time is it?
B: I don't know. I didn't wear a watch today.

i. A: Victor, when will you go home today?
B: At 5:15 sharp.

j. A: Silvia, when do you need the towels?
B: By 3:30 this afternoon.

k. A: Alma, when do you need the daily production report?
B: By 4:45 every afternoon.

l. A: Jerry, when is our pre-shift meeting?
B: At 8:05 in the morning.

m. A: Todd, when do you need the clean linen?
B: By 10:45 this morning.

n. A: Pennie, what time is your doctor's appointment?
B: At 1:40 in the afternoon.

UNIT 3: DAYS, MONTHS, AND DATES

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Exercise 5

1. A: Stella, what day is today?
B: Today is Friday.
A: Do you have Saturday and Sunday off this week?
B: No. I have to work.

2. A: Tom, what day is the department meeting?
B: It's this Thursday. Are you coming?
A: Yes. At 8:15 sharp.

3. A: Alma, what day do I have off this week?
B: You have Thursday off this week.
A: Did you say Thursday or Tuesday?
B: Thursday.

4. A: Ernie, what day is your birthday?
B: It's on Saturday.
A: Will you have a party?
B: Yes. A big party!

5. A: Ana, what day is your dentist appointment?
B: It's this Friday.
A: Are you scared?
B: No. I like my dentist.

6. A: Silvia, what day is Christmas this year?
B: Christmas will be on Sunday this year.
A: Will you take Sunday off?
B: No. I need the money.

7. A: Ernie, what day is the pre-shift meeting?
B: It's on Tuesday. Be sure to go there on time.
A: Yes. I will. Don't worry.

8. A: Jose, what day is your doctor's appointment?
B: On Tuesday. It's my day off.
A: Alright. Take good care of yourself.

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Exercise 9

Across	Down
1. Saturday	4. Friday
2. Wednesday	5. Thursday
3. Monday	6. Sunday
	7. Tuesday

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Exercise 7

summer:	June, July, August
fall:	September, October, November
winter:	December, January, February
spring:	March, April, May

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Exercise 8

1. A: Jerry, what month is this?
B: It's July. We are in July.

2. A: Alma, when is the annual picnic?
B: It's in September this year.

3. A: Pennie, when is your birthday?
B: It's in September.

4. A: Liza, whenis your birthday?
B: It's in March.
A: Did you say March?
B: Yes. March.
A: Me too.

5. A: Ernie, when's your wedding?
B: It's in September.
A: Are you excited?
B: Yes. Time is flying by too fast.

6. A: Victor, when is your birthday?
B: It's in June.
A: It's this month!
B: Yes! It's today!

7. A: Alma, when is Tom's birthday?
B: I think it's in April.
A: Did you say April?
B: Yes. April.

8. A: Pennie, when is Thanksgiving?
B: It's in November every year.
A: Does your family celebrate Thanksgiving?
B: Yes, we do. Always with lots of food.

9. A: Jose, when is Holloween?
B: It's in October. The last day of October.
A: Will you have some candy for me?
B: Sure. What do you like? Chocolate kisses?

10. A: Anna, when is your birthday?
B: In March.
A: So how old are you this year?
B: I won't tell you. Never ask a woman her age.

Exercise 9

Across

1. April
2. June
3. September
4. October
5. May
6. January

Down

7. August
8. March
9. July
10. February
11. December
12. November

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Exercise 7

a. January 25, 1992	b. 2/13/92	c. 11/5/92
d. 4–19–92	e. May 5, 1992	f. 10/14/92
g. 3–18–92	h. April 19, 1992	

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Exercise 8

a. A: Jerry, when did you start working here?
B: I started September 2, 1991.
A: Do you like working here?
B: Yes, very much so.

b. A: Maria, when was your daughter born?
B: August 10, 1991.
A: She must be so big now.
B: Of course. She eats so much.

c. A: Tom, when were you born?
B: On July 4, 1958.
A: That makes you 34 this year.
B: That's right. I'm getting old.

d. A: Ernie, when did you come to the U.S.?
B: Let me see. I came 6/25/88.
A: That's 4 years ago.
B: That's correct. I like the U.S. but I sure miss home.

e. A: Olivia, when did you come to the U.S.?
B: I came 11/3/71.
A: That's a long time. Have you gone back to the Philipines?
B: Yes. 5 times.

f. A: Theresa, when were you married?
B: 4–2–51.
A: Wow! 41 years. Congratulations!
B: Yes. And we still act like newlyweds.

g. A: Juan, when were you born?
B: What do you think?
A: I have no idea.
B: 12–12–22. Believe it or not.
A: Wow! You don't look it at all.

h. A: Sally, when did you start working in the Laundry?
B: 1–19–82. A little over 10 years ago.
A: Wow! You must like working here a lot.
B: Yes. I like the hotel and I enjoy working with the people here.

i. A: Chin, when did you come to the U.S.?
B: A long time ago. 11–25–70.
A: Have you been back to China?
B: No. I'm going next year.

Exercise 9

a. A: Maria, when were you born?
B: August 13, 1954.
A: Did you say August 13, 1954?
B: Yes. August 13, 1954.

b. A: Tom, when were you born?
B: I was born on July 4, 1958.
A: July what 1958?
B: July 4, 1958.

c. A: Pennie, when were you born?
B: On September 12, 1962.
A: Did you say September 12?
B: Yes. September 12, 1962.

d. A: Ernie, when did you start working here?
B: August 17, 1989.
A: April 17, 1989?
B: No. August 17, 1989.

e. A: Mark, when did you come to the U.S. from Spain?
B: November 15, 1975.
A: Did you say December 15, 1977?
B: No. November 15, 1975.

f. A: Emma, when were you married?
B: I was married on October 25, 1977.
A: Was that November?
B: No. I was married on October 25, 1977.

g. A: Lisa, when was your son born?
B: Let me see. I think December 13, 1973.
A: December 30?
B: No. December 13, 1973.

h. A: Sai Ling, when did you buy your house?
B: I bought it many years ago. On July 17, 1968.
A: Was that June or July?
B: It was on July 17, 1968.

i. A: Pennie, when were you born?
B: I'm not telling you.
A: Why not?
B: Never ask a woman for her date of birth.

j. A: Tom, when was your son born?
B: He was born on March 17, 1986.
A: March 17, 1986? He must be big now.
B: Yes. Almost my size.

UNIT 5: ALL ABOUT HOTEL LINEN

Page 39

Exercise 2

1. bed pad 2. bed sheet 3. top sheet 4. pillow case
5. rag 6. napkin 7. table cloth 8. face towel
9. hand towel 10. bath towel 11. bath mat

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Exercise 4

BATHROOM	BEDROOM	KITCHEN
face towel	bed sheet	napkin
bath mat	pillow case	table cloth
bath towel	top sheet	rag
	bed pad	

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Exercise 5

1. bedsheets	2. napkins	3. bath mats
4. bed pads	5. bath towels	6. rags
7. top sheets	8. table cloths	9. face towels
10. pillow cases		

Exercise 6

a. face towels	b. pillow case	c. napkins
d. rag	e. bed pad	f. table cloths
g. top sheets	h. hand towel	

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Exercise 7

a. bed sheets	b. rag	c. pillow cases
d. bath towels	e. napkin	f. table cloths

Exercise 8

a. some b. a c. some d. some e. a f. some g. a

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Exercise 10

a. A: Tom, could you please bring me some napkins?
B: Sure. Here you go.
A: Thanks.
B: You're welcome.

b. A: Emma, could you please get me a napkin?
B: Sure. Just a moment please. Here you are.
A: Thanks a million.
B: You're welcome.

c. A: Chin, could you please get me a pillow case?
B: Hold on. I'll be right with you... What do you need?
A: Could you please get me a pillow case?
B: Sure. Here you are.

d. A: Sally, could you hand me some face cloths?
B: How many do you need?
A: I need about 25.
B: Here you go.

e. A: George, could you pass me some table cloths?
B: Sure. How many do you need?
A: I need about 10.
B: Here you are.

f. A: Danny, could you please get me a bed pad?
B: Sure. I'll be right back with it. Here you go.
A: Thanks so much.
B: You're welcome.

g. A: Sally, could you please give me a rag?
B: Hold on. I'll be right with you... Yes, what do you need?
A: a rag, please?
B: Sure. Here you are.
A: Thanks a lot.
B: You're welcome.

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Exercise 11

a. Could you give me some napkins?
b. Could you bring me a bed pad?
c. Please get me some bed sheets.
d. Could you get me a rag?
e. How many do you need?

Exercise 12

4 Here you go.
2 Sure. How many do you need?
6 You're welcome.
1 Could you get me some napkins?
3 I need 50.
5 Thanks a lot.

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Exercise 2

1. Maria finished 119 tablecloths from 7:30 to 8:45.
2. Ernie did 500 pillow cases from 7:40 to 9:30.
3. Sally did 1100 pillow cases from 8:00 to 11:15.
4. Chin finished 812 napkins from 8:20 to 9:50.
5. George finished 515 top sheets from 10:10 to 12:15.
6. Sally completed 137 table cloths from 11:30 to 1:05.
7. Ernie completed 188 hand towels from 11:45 to 12:15.
8. Maria did 200 bath mats from 1:00 to 1:45.
9. Chin finished 10 bed sheets from 2:00 to 2:30.
10. Ernie finished 250 rags from 2:10 to 3:00.
11. Maria did 15 bed pads from 2:45 to 3:20.

Exercise 3

a. Maria finished 500 tablecloths from 7:30 to 8:45.
b. Ernie did 250 pillow cases from 7:40 to 9:30.
c. Sally did 1500 pillow cases from 8:00 to 11:15.
d. Chin finished 750 napkins from 8:20 to 9:50.
e. George finished 450 top sheets from 10:10 to 12:15.
f. Sally completed 150 table cloths from 11:30 to 1:05.
g. Ernie completed 200 hand towels from 11:45 to 12:15.
h. Maria did 189 bath mats from 1:00 to 1:45.
i. Chin finished 15 bed sheets from 2:00 to 2:30.
j. Ernie finished 278 rags from 2:10 to 3:00.
k. Maria did 18 bed pads from 2:45 to 3:20.

UNIT 6: THE PRESSERS PRODUCTION FORM

Page 51

Exercise 1

1. housekeeper	2. security guard	3. bellhop
4. laundry worker	5. engineer	6. banquet houseperson
7. cook / chef	8. waitress	9. waitor
10. busperson	11. steward	

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Exercise 1

1. shirt	2. pants	3. jumpsuit	4. dress
5. skirt	6. blouse	7. jacket	8. long jacket
9. coat	10. bath robe	11. apron	12. chef hat
13. vest	14. scarf	15. shoes	

Exercise 2

1. Emma finished 17 white waiter jackets.
2. She did 20 white waiter shirts.
3. 12 black waiter pants
4. 25 banquet houseman shirts
5. 24 nabquet houseman pants
6. 14 engineer pants
7. 0 engineer pants
8. 13 white long jackets
9. 10 housekeeping shirts
10. 0 steward jumpsuits
11. 12 cook jackets
12. 25 cook pants
13. 0 cook scarf
14. 5 cook hats
15. 13 maid aprons
16. 0 maid dresses
17. 15 waiter aprons.

UNIT 7: DESCRIBING DIRTY LAUNDRY

Page 61

Exercise 2

1. It's stained.
2. It has smudges.
3. It has spots.
4. It's soiled.
5. It has holes.
6. It's worn out.
7. It's smelly.
8. It's faded.
9. It's torn.
10. It's still wet.

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Exercise 3

1. A: What's the matter with this T–shirt?
   B: It has smudges.

2. A: What's wrong with this sweater?
   B: Look at the color. It's faded.

3. A: What's the matter with that socks?
   B: It has 2 holes.

4. A: What's the problem with that tie?
   B: It has spots.

5. A: What's wrong with this napkin?
   B: It has stains.

6. A: What's the matter with this shirt?
   B: It's soiled.

7. A: What's wrong with that towel?
   B: It's torn.

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Exercise 5

1. has 2. has 3. is 4. is 5. has 6. is 7. is
8. is 9. is 10. is

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Exercise 9

1. Soak it. 2. Starch it. 3. Bleach it.
4. Iron it. 5. Wash it. 6. Dry it.
7. Mend it. 8. Throw it away.
9. Send it to Susie for mending.
10. There's nothing you can do.

Exercise 10

a. Wash it.
b. Starch it.
c. Soak it.
d. Mend it.
e. Bleach it.
f. Throw it away.
g. Dry it.
h. There's nothing you can do.
i. Iron it.
j. Send it to Susie for Mending.

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Exercise 12

1. A: This towel has spots on it. I think we should soak it in warm water.
   B: That's a good idea. Please take care of it.

2. A: This T-[illegible] is torn around the collar. I think we need to send it to Susie for mending.
   B: That's a good idea. Take it to Susie right away.

3. A: This jacket is wrinkled. I think we should iron it again.
   B: That's a great idea. Will you take care of it?
   A: Sure.

4. A: This table cloth has spots on it. I think we need to bleach it.
   B: That's a good idea. Will you take care of it?
   A: Sure. I'll take care of it right away.

5. A: This shirt is wrinkled. I think we should starch it.
   B: That's a good idea. Will you take care of it?
   A: Sure. No problem.

6. A: This jacket is is torn around the pockets. I think we should send it to Susie for mending.
   B: Alright. Will you take care of that?
   A: Sure. It's done.